**111. Some educational suggestions with special reference to the study of the vernacular being made compulsory in all English Schools up to Form VI.**

*Mr. N. Kumaran Asan* (Member, Nominated) began by thanking the Government for the grant of half-fee concession to the pupils of the Ezhava community for English education, and said that, but for that concession, many pupils of his community would have found it diffficult to go in for English education. He also referred with gratitude to the remission of fees and the half-fee concession granted to the members of the other depressed and backward communities in the State.

The Member then referred to the encouragement given to the Malayalam language by the Rulers of the State in the past and contrasted it with its present deplorable condition in spite of the fact that Government spent nearly Rs. 32 lakhs every year on education. The Member traced the decline to the fact that it was not taught as a compulsory subject in English schools as had been the case some years ago. He referred to the circumstance that, in the Matriculation as well as in the College classes, Malayalam was taught as a compulsory subject formerly, and urged that more importance should be given to the study of one's own mother tongue than to the study of a subject like nature study which was being taught as a compulsory subject in all English schools in the State. In the present grouping of optional subjects a prominent place was not assigned to the vernacular. The Member suggested that Malayalam might be taught as a compulsory subject in all High Schools in the State, and that it might be adopted as the medium of communication in all official correspondence.

In conclusion, the Member expressed his joy in seeing that 13 additional schools had been thrown open recently to all classes of His Highness the Maha Raja's subjects. In regard to the schools that still remained closed, he requested that the other representatives of the depressed and backward communities in the Assembly might be also heard before the question of their being thrown open was taken up and decided.

*Dewan's reply.*—The only new point in your speech which I have to meet is the compulsory teaching of Malayalam in English schools. I quite sympathise with you, and I share your regret that Malayalam literature is not now compulsory in these schools as it was in the olden days. I myself belong to the olden days when the study of a vernacular or classical language and its literature was compulsory, right up to the B. A. standard. I think it is a pity that this is not insisted upon now. But it is not the fault of the Government, nor is it the fault of certain educational committees as you seem to surmise. We have had to conform our curriculum to the curriculum in British India; we have to educate our students to fit them for the course of studies approved by the Madras University. A separate University is now under contemplation and if we separate ourselves from the Madras University and have a University of our own for this part of the country, I daresay we can revise the curricula in such a way as to make the study of the vernacular compulsory. I would only ask you to wait until we are able to start our own University when we will have a free hand in the matter.

**112. Vocational education.**

*Mr. Hajee Ahamad Mohideen Mahomed Rowther* (Member, Pattanapuram Taluk) referred to the various evils resulting from a purely literary education, which had filled the country with an army of unemployed youths. It had created in those youths an aversion to follow the profession of their ancestors. While conceding that it was not possible to introduce a system of universal technical education in the near future, he was sure that healthy notions about the dignity of labour and the benefits of technical education might be instilled into the minds of the youths now attending schools. Referring to the Dewan's speech at the opening of the Nair Samajam School at Changanachery wherein the urgent need of establishing vocational schools was alluded to, the Member pointed out that the responsibility of conducting vocational schools should not be thrown entirely on the shoulders of private agencies, but

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